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ABSTRACT

This report contains an evaluation of the Peace Corps stateside teacher training model for volunteers in Liberia. The first section lists recommendations stemming from the evaluation, concerning the pre-training questionnaire, deselection during training, emergency procedures, and the teacher training program. Section 2 describes the training model, which emphasizes the development of curriculum competencies to provide volunteers with basic generic skills to use in Liberia. The product-oriented model's three levels of training are noted: general teaching methodology; review and upgrading in the content area and practice teaching in junior/senior high schools; and inservice workshops for peers. Cross-cultural training and unexpected training events are also described. Section 3 discusses the staff evaluation of the training program, in which key staff members were interviewed about specific areas of program organization, content, effectiveness, and impressions. The fourth section details volunteer evaluation of training by analyzing pre- and post-training questionnaires and interviews. The second half of the report includes the actual evaluation materials used by trainees to evaluate the program and by staff to evaluate trainee success. These materials include guidelines for trainee evaluation, guidelines for teacher-trainer evaluation, skills assessment evaluation materials, preservice training objectives, and a final evaluation rating scale and summary sheet. (JM)

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ED228207

FINAL REPORT

PEACE CORPS STATESIDE TEACHER TRAINING FOR VOLUNTEERS IN LIBERIA

VOLUME I: EVALUATION REPORT

PSI Associates, Inc.
1900 L Street, N.W.
Suite 301
Washington, DC 20036

CONTRACT NO. 82-042-1003

SP 022 062

February 12, 1982

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FINAL REPORT

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PSI Associates, Inc. wishes to express its sincere appreciation to the faculty of the University of the District of Columbia - College of Education and Human Ecology; to the Superintendent, teachers and principals of the District of Columbia Public Schools; and to the staff of the National 4-H Council. In less than ten working days, these persons met the challenge of implementing a training program for 79 Peace Corps volunteers in spite of record snowfall and attendant difficulties.

PSI wishes to acknowledge the invaluable assistance and support from the Peace Corps itself. We thank Mrs. Loret Rupee, Director of the Peace Corps for her generosity in meeting with the volunteers; Mrs. Barbara Pyle, Health Officer, for her assistance in medical support services; Mr. Ronnie Williams, Liberian Desk Assistant for logistical support; Mrs. Donna Fredlich, Information Collection and Exchange for materials for in-country use; Mr. Jerry Anderson, who was the staging officer, and Mrs. Teresa Joiner, who as contract officer, was a constant source of support and assistance.

As a part of the cross-cultural training, the Peace Corps volunteers had the unique opportunity to not only meet for four hours with His Excellency Ambassador of Liberia and members of his delegation, Mr. Tarty Teh and Mr. Emmanuel Freeman, but also to live for four days with two Liberian teachers. We wish to acknowledge generosity of His Excellency and of Mr. Tarty Teh and Mr. Emmanuel Freeman

of the Liberian Information Center. Our appreciation is also extended to Mr. James A. Forte, III and Mr. Everett Gailor, Liberian teachers for the National Youth and Sports Commission for living in and sharing their perspectives with the volunteers.

For PSI, it was indeed a pleasure to have been part of this training program. We thank the Peace Corps for giving us this unique and enriching opportunity.

VOLUME I: EVALUATION REPORT

SECTION 1. RECOMMENDATIONS

The outcome of the evaluation report was a set of recommendations intended to retain the strengths of the PSI training model, and to overcome its weaknesses. The audience toward which the recommendations are addressed is of course the Peace Corps. The recommendations are grouped by functional area.

1.1 Pre-Training Questionnaire

That the Pre-Training Questionnaire be revised to: (a) expand Section II. Work Experience in order to evaluate actual competencies more thoroughly; (b) divide item B into two parts: Part B(1) Tasks and Equipment Already Known, and Part B(2) Areas of Needed Training. The latter changes would not only benefit the trainers but also assist Peace Corps placement in determining job assignments.

1.2 Deselection During Training

That there be a consistently applied formal deselection process implemented by Peace Corps Staging Office in the first seven days of the training program. Further, that each volunteer be fully informed about the deselection process and their rights within it, e.g., cast model.

That contractors be given the responsibility to inform Peace Corps about volunteers who appear unfit for service due to (a) lack of professional skills, or (b) mental health or social maturity, during the technical training. That volunteers be fully informed about this deselection process and their rights within it.

1.3 Emergency Procedures

That Peace Corps provide licensed or certified mental health workers on 24-hour call in the event of mental health emergency.

That Peace Corps include in the training contract uniform procedures for handling health, mental health, and other emergency situations. And, that volunteers be informed of these procedures the first day of training.

1.4 Teacher Training Program

That the contractor be given greater flexibility in determining the number of hours of subject matter upgrading, teacher training and practice teaching in the training program.

That the training program requirements emphasize practice teaching and classroom observation with minority children.

That the training program requirements include one residential counselor for every 20 to 25 volunteers.

SECTION 2

REVIEW OF PSI TRAINING MODEL

2.1 Introduction

The PSI training model emphasized generic teacher training competencies. Because the critical need in Liberian education is curriculum development, the PSI model emphasized the development of curriculum design competencies among Peace Corps volunteers.

The PSI training model was product-oriented. That is, each volunteer had to develop three products, which were the basis for evaluating competence. These products were --

- Learning Activities Package
- Secondary Project
- In-service Workshop

In addition, the training occured on three levels: First, general teaching methodology (with some attention to theory); second, review and upgrading in the content area (with emphasis on curriculum design and development); and third, practice teaching in junior/senior high schools and in-service workshop for peers (both with observation and critique).

The Peace Corps volunteers came with widely disparate knowledge and experience in teacher training. The model

aimed to compensate for this by enabling the volunteers to develop products and to gather materials at their own level of sophistication.

An on-going concern, especially among volunteers with limited teaching experience, was the details of the Liberian curriculum. They were unsure about how to adapt the stateside training to meet the actual situations they would face in Liberia. The training model emphasized curriculum development competencies as a way of providing the volunteers with basic generic skills to fall back on in Liberia.

2.2 Unexpected Events

January 1982 was the coldest month in the Century in Washington, DC. There was a record snow fall and resultant school closings and traffic delays. The training program rested on the simple assumption that transportation between points was possible, and that public schools and the University would be open.

The following table summarizes the impact of the unusually bad weather on the training program:

Program Week	Planned Activity	Planned Days	Actual Days	Cause of Discrepancy
Week I	Teacher Training	5	5	—
Week II	Subject Matter Upgrading	5	2½	University closed due to snow
Week III	Practice Teaching	5	2½	Schools delayed start & closed due to snow
Week IV	In-Service Workshop and Practice Teaching	5	4	UDC instructors given one day to complete upgrading program

The loss in training time due to weather and related transportation difficulties could not be recaptured. The departure date was final; therefore, the following decisions were made:

First, to terminate practice teaching at 2½ days since icey roads and snow continued. (To compensate, PSI strongly recommended that Liberian in-country training emphasize practice teaching.)

Second, to provide UDC instructors one day in the fourth week to complete subject matter upgrading and to evaluate the volunteers.

Third, to limit training to the conference site -- the National 4-H Center -- in order to avoid the disruptive aspects of the weather.

2.3 Cross-Cultural Training

Cross-cultural training curriculum is included in Volume V. It includes the formal daily training which built upon the CREST program. It also included specifically planned activities to sensitize the volunteers to Liberian thought, education and values.

The activities for each week were as follows:

WEEK	CROSS-CULTURAL ACTIVITY
Week I	• Evening cross-cultural meetings • Lecture on Education in Liberia and the Role of the Teacher • State Department Handouts

WEEK	CROSS-CULTURAL ACTIVITY
Week II	• Evening cross-cultural meetings • Question/Answer on Liberian curriculum and political climate • Curriculum guide handouts
Week III	• Evening cross-cultural meetings • Liberian luncheon with U.S. and Liberian delegation speaking, including Liberian Ambassador • Handouts from Liberian Ministry of Education • Live-in with two Liberian teachers
Week IV	• Evening cross-cultural meetings • Lecture and Question/Answer with Liberian Ambassador and diplomatic core • Meeting with Peace Corps Director

On another level, the cross-cultural training involved sensitizing the volunteers to daily contact with blacks as students and administrators. Some opportunity was provided during evening cross-cultural discussions to recognize such feelings. As was pointed out in the volunteer evaluations of training, contact with black inner-city children was a high point in the training for many of the volunteers.

The following sections analyze both volunteer evaluations of the training program and staff evaluations of the training model. Both qualitative and quantitative data analyses were done.

SECTION 3

STAFF EVALUATIONS OF TRAINING

3.1 Introduction

In thinking through the process and procedures by which to obtain concise and important staff impressions of the training effort, several decisions were made:

(1) It was decided to obtain evaluations from those key staff persons who had responsibility for specific groups of trainees, those who had responsibility of the overall program, and those who were responsible for specific support services.

(2) The interview technique was used to obtain the evaluation.

(3) Individual were asked to respond to the following areas:

a) Effectiveness of the teaching
b) Program organization and content
c) Effectiveness of the PSI/UDC staff
d) Effectiveness of the cross-cultural component
e) Impression of pre-selection, recruitment, placement, deselection, and termination procedures

The next few pages are the staff responses to those five ageas. Staff interviewed are: Dr. Elizabeth Abramowitz, President, PSI Associates, Inc., Project Director for the Peace Corps Project; Dr. Evelyn Boyer, Vice President,

PSI Associates, Inc., Support Services Coordinator; Dr. Yvonne Ali, Senior Associate PSI, Assistant Project Director and Trainer for Group C; Mrs. Marilyn Goldhammer Education Specialist PSI and Co-Trainer for Group C; Mrs. Marily Lashley, Trainer for Group [illegible]; Mr. Santos Marzullo, Trainer for Group B; and Dr. Brin Hawkins, Cross-Cultural Trainer.

3.2 Effectiveness of the Teaching

All of the staff interviewed felt that the teaching component was a strong one. Trainers/teachers were all technically qualified and were very well prepared. Most demonstrated characteristics that are key to being an effective trainer. These include flexibility, sensitivity, the ability to listen, the ability to vary presentation styles and to use a variety of teaching techniques, and the ability to relate well to a variety of individuals and to cater to their needs.

Based on feedback from the volunteers, many of the staff indicated that one aspect of the UDC facet of the teaching may have been too theoretical initially leading to rapid redesign work in the syllabus in some areas. This could have been avoided had there been more information on competencies on the Pre-training Questionnaire.

3.3 Program Organization and Content

All staff interviews indicated that, given the extremely limited lead time, the program was very well organized. Logistics broke down on several occasions because of severe winter weather, late arrivals of the buses, and the travel time from the schools to the 4-H Center. Although most of the aforementioned are variables over which the contractor had no control, had there been more lead time, contingency plans could have been explored more fully in advance.

Planned content was very appropriate to meet the varying needs of the Peace Corps volunteers. The vast majority of the trainers were able to match content to trainees, to individualize the training and to maintain a proper blend of theoretical and practical experiences.

Regarding the affective component, the trainers and the Coordinator of Support Services did provide psychological support and some individual counseling as needed. In addition, some of the cross-cultural sessions focused on affect. However, some volunteers had greater emotional needs requiring more structured times for group and individual counseling that the training model allowed.

3.4 Effectiveness of the PSI/UDC Staff

All respondents indicated that the PSI/UDC staff were extremely effective. Without exception, they functioned as competent, mature professionals. All of the staff were well-trained, highly qualified, sensitive to the needs of the trainees, and acted appropriately when issues were brought to their attention and when problems occured in spite of time constraints and the rapid pace.

3.5 Effectiveness of the Cross-Cultural Component

While some respondents did not feel that they could make first hand comments about this component, all persons did respond. The general consensus was that this component is essential to Peace Corps training and must deal with the differences of the culture as well as with the implications of living in another culture.

As training progressed, the trainer was flexible with the curriculum in an attempt to meet the needs of the trainees. Cross-cultural issues were integrated with teaching issues. Native Liberians were brought in for "hands on" contact. Counseling and support were provided for individuals as needed and appropriate.

The original schedule called for daily cross-cultural sessions. This was changed because of the size of the group, and to avoid the possibility of overload, and all individuals attended a total of five sessions. Staff

reactions to the change were mixed. Some individuals felt that the five sessions were more than adequate - more would have been too saturating. Others indicated that the original schedule would have been more appropriate.

3.6 Impressions of Pre-selection, Recruitment, Placement Deselection, and Termination

Most of the respondents indicated that they do not have a thorough knowledge of the Peace Corps system. However, based on observations and interaction with the trainees, several comments were offered.

Many of the trainers came to the training frustrated because of the length of time between initial acceptance to Peace Corps and notification of departure dates and training dates. Very little time was given prior to the departure date and many trainees felt rushed, and came to the training with lots of negative feelings. This made the trainers' job initially difficult.

Pre-selection. People should be very carefully matched to the requirements of the host country in an effort to avoid last minute deselection.

Placement. There must be a better fit of trainee to position - no value is gained in simply filling slots.

Recruitment. Perhaps people should be dealt with more honestly in terms of purpose of training and possible deselection.

Selection of Peace Corps volunteers is a mammoth job. Given all of the problems that could evolve, Peace Corps does an excellent job. Clarifying the role and authority of the contractor in the deselection and termination process would be very helpful.

SECTION 4

VOLUNTEER EVALUATION OF TRAINING

4.1 Introduction

An important part of the training model was feedback from the volunteers. The feedback came in two forms: informal feedback (i.e., discussions, question/answer, training activities), and formal feedback (i.e., pre- and post-training questionnaires.)

The informal feedback provided daily information on momentary aspects of the training. This unfortunately was unsystemmatic in that it relied on volunteer-initiated discussion. And, such discussion tended to be personal, ungeneralizable to the total volunter cohort. Thus, the formal feedback mechanisms were the tools upon which the contractors relied in collecting and analyzing volunteer evaluation of training.

4.2 Evaluation Design

The design used to evaluate the training model was a pre- post training model. On the first day of training, the volunteers completed a pre-test instrument developed by PSI Associates, Inc. The instrument asked each volunteer to assess their current capabilities in four areas:

- Planning (14 questions)
- Teaching Techniques (9 questions)

- Pupil Evaluation (5 questions)
- Classroom Management (5 questions)
- Other School Activities (6 questions)
- Cross-cultural and other issues (10 questions)

There were a total of 44 questions to which each volunteer responded using a four-point Likert-type scale:

4 - I feel I'm already well-qualified to do this.

3 - I've had some experience with this but need some brushing up

2 - I'm acquainted with this but need considerably more experience with it

1 - I don't know much about this right now

This instrument was also administered as a post-test on the last day of training. Of interest in the analysis was the difference (if any) in how each volunteer rated himself on the six training areas after the teacher training program.

In addition to the pre- post training design, a post-training only design was used. In this design, the volunteers completed a questionnaire on the last day of training. This questionnaire asked each volunteer to rate different components of the training program on a five-point scale:

1 - No, not at all (negative)

2 - A little, somewhat

3 - Average, adequate, satisfactory

4 - More than adequate, considerably

5 - A great deal, excellent (positive)

The volunteers used the scale to rate the following training components:

- Teaching Skills (7 questions)
- Program Organization and Content (14 questions)
- Training Staff - PSI (8 questions)
- Training Staff - UDC (8 questions)
- Cross-cultural Sensitivity (10 questions)

The post-test only model was used to identify the strengths and weaknesses in the training model, as seen by the volunteers.

4.3 Evaluation Results

The evaluation instruments were analyzed separately for each of the group of volunteers:

Group A: Teacher Trainers
Group B: Vocational Educators
Group C: Secondary School Teachers

4.3.1 Analysis of Pre-Post Test Data

Difference scores were computed between pre- and post-test for each item. The means and standard deviations of these difference scores were computed

separately for each subtest by Groups A, B, and C, and for the total population.

Positive difference scores and positive means indicate that post-test ratings for individual items were higher than pre-test ratings. This can be interpreted to mean that in that given area, the volunteers felt that they had acquired new competencies.

For all groups of volunteers, they felt there was improvement in all areas from pre- to post-test. The improvement was fairly even; they did not feel there were more signficant gains in one area compared to other area.

Of the three groups of volunteers, Group C (Secondary School Teachers) rated themselves as having gained the most between pre- and post-test. This again was fairly evenly high across all training areas.

For the volunteers as a whole, the highest mean difference score was in Planning, followed by Teaching Techniques and Cross-Cultural and Other Issues. In these three areas, the volunteers as a group felt they had grown the most.

4.3.2 Analysis of Post-Training Evaluation

The results of the post-training evaluated were analyzed separately for Group A (Teacher Trainers), Group B (Vocational Educators), and Group C (Secondary School Teachers).

Separate evaluations were done for each training component:

- Teaching Skills
- Program Organization and Content
- Training Staff: PSI and UDC
- Cross-Cultural Sensitivity

Looking first at Teaching Skills, all groups evaluated this component in the training as "Better than Average." Group C (Secondary School Teachers) rated this as "Considerably Better Than Average."

On Program Organization and Content, all groups except Group A (Teacher Trainers) evaluated this aspect of training as "Satisfactory." Group A rated this as "A Little Less Than Average."

Regarding the trainers themselves, all groups rated the PSI staff as "Considerably Above Average." Indeed, Group C's rating of PSI staff approaches "Excellent." Group B (Vocational Educators) who had the greatest contact with the UDC trainers rated the UDC staff as "Considerably Above Average."

While Group C (Secondary School Teachers) rated the Cross-Cultural Training as "Considerably Above Average," the remaining two groups of volunteers rated it as "Satisfactory" or "Slightly Above Average."

Overall, the average ratings across training components were stable. This strongly suggested that taken as a whole, the training was rated by the volunteers as slightly better than average and satisfactory.

The written comments on the post-training evaluation questionnaire were also analyzed. The comments were consistent with the rating findings. They also underscored two themes addressed by staff. First, the need for volunteers without teaching experience to have more time practice teaching in traditional classrooms before being placed in Liberian classrooms. Second, the need for volunteers to have as much information as possible, as soon as possible, about their teaching assignments.

4.4 Conclusions

On the basis of the volunteer evaluations of how the program helped them and how they perceived the program components, the following conclusions were reached:

1. The training model was effective in raising teaching competencies of volunteers, especially in the areas of Planning, Teaching Techniques, and Cross-Cultural and Other Issues. The volunteers as a group felt they had grown most in these areas.

2. Regardless of initial level of competency, the volunteers as a group felt they had improved. Thus, the flexibility of the training model to meet the needs at different competency levels was also validated.

3. The training components, especially Staff, Cross-Cultural, and Teaching Skills were sufficiently sensitive to individual needs. Thus, the volunteers rated these aspects of their training syllabus as above average.

4. Although historic snowfall and resulting changes this forced in the training schedule were quite disruptive, this did not prohibit volunteer growth and progress, as the volunteers saw it.

5. The training program achieved its objectives as viewed by the volunteers in the program.

ANNEXES

A. Trainee Evaluation

B. Teacher Trainer Evaluation

C. Teacher Training Skills Assessment (Pre-test)

PSI Incomplete Sentences Form

Individual Interview Schedule

Mid-Project Evaluation

D. Some Pre-service training Objectives

E. Final Evaluation Rating Scale and Summary Sheet

F. Certificate of Completion and Final Program

TRAINEE EVALUATION

Each Peace Corps trainee will be evaluated formally and informally during the 4-week training period. This evaluation is designed to produce the optimum in feedback to each volunteer, and to provide information to the trainers for modification of training, if necessary. The evaluation will be structured in the following manner:

- Initial Evaluation

  On the first day of training, each volunteer will be interviewed by his or her group coordinator, and will complete two self-report inventories assessing teaching competencies.

  The results of these inventories will be kept in individual trainee files and will be used to measure progress in training.

  Date: January 4, 1982

- Mid-Project Evaluation I

  At the end of the first week of training, each trainee will complete an assessment instrument based upon the goals and objectives of the first week's training. This assessment instrument is designed to aid the group coordinator in determining areas of weakness in training, and the specific needs of individuals in the group.

  The results of this assessment will be shared with each trainee during the second week of training. At this time, each trainee will be asked to informally evaluate his/her progress to date.

  Date: January 8,9, 1982

- Mid-Project Evaluation II

  At the end of the third week of training, University of the District of Columbia instructors will evaluate the trainees in their subject

matter upgrading skill development, and in practice teaching. Each volunteer will receive detailed personal feedback from their UDC instructor on their areas of strengths and weaknesses.

As part of this mid-training evaluation, each group coordinator will review, with each volunteer, their progress to date and any training products which they have produced.

Date: January 22, 23, 25, 1982

- Final Evaluation

On the last day of training, each volunteer will be given a post-training competencies checklist. Like the pre-training checklist, this is a self-reporting inventory of teaching competencies. However, this checklist will also include cross-cultural understanding and sensitivity.

The final evaluation will also include formal evaluation of the three products required of each trainee. This evaluation will be done by the group coordinator.

Date: January 29,30, 1982

Informal evaluation will be ongoing and will be two-way. That is, trainees will be encouraged to evaluate the training as it relates to their specific needs. Trainees will have access to their group coordinators on a daily basis.

In addition to the specific evalution dates listed above, trainees will evaluate the training syllabi and the trainers at the end of training. An evaluation instrument has been developed for this purpose.

TEACHER TRAINER EVALUATION

Name of Trainee _____ Pre-training

Using a scale of 1 (poor) to 5 (excellent), rate yourself in the following areas by circling the appropriate number on the scale.

1.	Knowledge of the Liberian system of education.	1	2	3	4	5
2.	Familiarity with the scope of some Liberian instructional materials.	1	2	3	4	5
3.	Knowledge of pre-service and in-service job expectations.	1	2	3	4	5
4.	Participation/Discussion during CREST.	1	2	3	4	5
5.	Motivation.	1	2	3	4	5
6.	Knowledge of barriers to effective communication.	1	2	3	4	5
7.	Understanding of attitudes as related to your subject matter.	1	2	3	4	5
8.	Cultural awareness.	1	2	3	4	5
9.	Interpersonal skills.	1	2	3	4	5
10.	Group cohesiveness.	1	2	3	4	5
11.	Ability to adjust.	1	2	3	4	5
12.	Progress to date.	1	2	3	4	5

13. Please provide additional comments below and on the reverse of this page.

TEACHER TRAINING SKILLS ASSESSMENT

NAME _____ DATE _____

JOB ASSIGNMENT TITLE _____

1. Describe your teaching experience.

2. Describe any work experiences which may be relevant to your assignment as pre-service/in-service teacher trainers or university educators.

3. Have you ever designed, developed, implemented and/or conducted a workshop? Describe your role in this activity.

4. Describe any special competencies/skills/talents or personal qualities you have that should help you perform your job assignment.

5. Describe any supervisory experience you have that may be relevant to your job assignment.

6. List those skills/competencies you would like to develop or upgrade during this training that you consider essential in the execution of your job assignment.

7. Describe the duties you expect to perform in your job assignment.

PSI INCOMPLETE SENTENCES FORM

for

Peace Corps Volunteers

NAME: _____ TRAINING GROUP: _____

Complete these sentences to express exactly what you feel. Try to complete each sentence with your own words.

1. People _____
2. A mother _____
3. I regret _____
4. I feel _____
5. The best time _____
6. Back home _____
7. I want to know _____
8. My _____
9. When I go to bed _____
10. What annoys me _____
11. I can't _____
12. My greatest fear _____
13. The Peace Corps _____
14. Sports _____
15. When I was a child _____

PSI INCOMPLETE SENTENCES FORM (CONTINUED)

16. My nerves _____

17. Other people _____

18. I suffer _____

19. The future _____

20. Marriage _____

21. My best _____

22. The only trouble _____

23. I am extremely _____

24. Washington, D.C. _____

25. My worst _____

26. Sometimes _____

27. They _____

28. My father _____

29. I wish _____

30. Going to a party _____

31. My greatest worry is _____

32. Reading _____

33. I _____

34. Liberia _____

35. I need _____

INDIVIDUAL INTERVIEW SCHEDULE

For Use With Volunteers
On January 4, 1982
At Shaw Health Center

INSTRUCTIONS FOR INTERVIEWERS

Introduce yourself again to each trainee as he/she enters the interview room. Try to put the trainee at ease. Explain a little of what your role as group leader is.

Then, ask name and hometown.

Following this, say to the trainee:

" NOW, I'M GOING TO ASK YOU A FEW QUESTIONS ABOUT YOURSELF SO THAT I CAN GET TO KNOW YOU A LITTLE BETTER. "

Then, follow interview schedule, beginning with Question #1.

Don't attempt to write everything that the trainee says to you. Just write the key answer to each question.

ENTRANCE INTERVIEW FOR ALL TRAINEES

NAME _____ HOMETOWN _____

1. What made you decide to enter the Peace Corps? (Probe, if necessary)

2. What are three main roles that you see for yourself as a Peace Corps volunteer in Liberia?

3. If you were not going to Liberia, in what other country(ies) would you like to serve?

   Why?

4. How does your family feel about your Peace Corps service?

5. Other than the work that you will be doing with the Peace Corps, what do you hope to get out of your Liberia tour?

6. What hobbies (extra-curricular activities) do you enjoy?

MID-PROJECT EVALUATION

Peace Corps Teachers and Teacher Trainers to Liberia

Name _____ Please circle: Week 2 3

Generic Skills:

Subject Matter Competency:

Cross-Cultural Sensitivity:

Interpersonal Skills:

Please use reverse side of this form for additional comments.

Prepared by: C. L. Sanders
Public Affairs
WYCB Radio
1/8/82

PEACE CORPS TRAINING

Evaluation of Internship
Dates: January 3-27,1982

Please circle the number corresponding to your response.

1.	To what extent were the training objectives clear.	Very Clear	5	4	3	Unclear 2 1
2.	To what extent were the objectives accomplished.	Very Adequate	5	4	3	Very Inadequate 2 1
3.	To what extent was the training content related to implementation of your role as Peace Corpsman.	Very Relevant	5	4	3	Irrelevant 2 1
4.	To what extent did the materials presented stimulate your thinking and use in your practicum or OJT.	Very Stimulating	5	4	3	Unstimulating 2 1
5.	To what extent were the readings and library relevant to your training.	Very Relevant	5	4	3	Irrelevant 2 1
6.	To what extent were the assignments helpful in providing an opportunity to further extend and enhance your knowledge and skills.	Very Helpful	5	4	3	Unhelpful 2 1
7.	How do you rate "team teaching" as a tool since you had to deal with a variety of diverse personalities.	Excellent	5	4	3	Poor 2 1
8.	Did your training allow you to actively participate (ask questions, get involved, express opinions, etc.).	Maximum Participation	5	4	3	Non-Participation 2 1

9. What is your overall assessment of the training?

Excellent 5 4 3 Poor 2 1

10. What suggestions would you offer for improving the course?

11. Other Comments

Some Pre-service Training Objectives For Secondary School, University, and Vocational Instructors and Trainees

The following are some of the accomplishments you may be achieving during the next four weeks, depending on your group. No doubt as your training progresses you will identify other objectives -- or perhaps modify some of these -- to fit your particular needs.

Please assess where you are right now on each of these by using the scale below:

4 - I feel I'm already well-qualified to do this.

3 - I've had some experience with this but need some brushing up.

2 - I'm acquainted with this but need considerably more experience with it.

1 - I don't know much about this right now.

A. PLANNING

1. ____ Formulate and revise your personal philosophy of education that embodies what is important to you in learning and teaching.

2. ____ Identify and defend where you draw the line between responsibility for developing basic skills in your subject matter and devotion to the theoretical beauty of your subject area.

3. ____ Paraphrase the goals of the Ministry of Education of Liberia, both generally and specifically as they relate to your subject area.

4. ____ Identify information-processing skills as possible immediate, intermediate, and long-range objectives of education.

5. ____ Characterize the contents of syllabus for your subject matter.

6. ____ Develop long-range (end-of-year) goals for education that are consistent with those of the Ministry of Education and your own.

7. ____ Construct a two-semester course outline.

8. ____ Revise your two-semester course outline in terms of unexpected time constraints and your own revised list of priorities for your subject matter education.

9. ____ Identify the components of a daily lesson plan and briefly describe what each entails.

10. ____ Describe the six levels of Bloom's taxonomy of the cognitive domain.

11. ____ Construct behavioral objectives for a sequence of lessons in your subject area.

12. ____ Construct affective objectives for a unit or series of units in your subject area.

13. ____ Construct a lesson plan to be used during supervised teaching within the Washington, D.C. schools.

14. ____ Participate in a clinical supervision experience.

B. TEACHING TECHNIQUES

1. ____ Observe experienced teachers in classroom settings, noting the components of the lesson, classroom management techniques, level of student participation, and other student activity within the classroom.

2. ____ Devise at least two questions and/or activities that tend to exemplify each level of Bloom's taxonomy.

3. ____ Devise and use a questioning strategy (the Socratic Method) for developing a concept.

4. ____ Prepare, execute, and critique a 15-minute lesson designed for micro-teaching to your peers.

5. ____ Identify, describe, and utilize techniques other than lecturing during supervised teaching in the Washington, D.C. schools.

6. ____ Present to the entire training group a special project upon which you will have been working during training.

7. ____ Construct drills for skill-building in your subject area.

8. ____ Describe how locally-available materials can be used in constructing visual aids.

9. ____ Construct and use a visual aid during supervised teaching.

C. EVALUATION

1. ____ Develop and defend a diagnostic test for use during the first week of teaching.
2. ____ Prepare two 15-minute daily quizzes.
3. ____ State how a marking-period grade will be determined in your class, weighting tests, quizzes, homework, and class participation.
4. ____ Identify some of the issues involved in grading on a percentage system and specify arguments that are for and against "giving them what they earn" -- particularly with reference to such issues as a yearly average of 69.5.
5. ____ Describe a system of informing and following up students who might be likely to fail your class at the end of the marking period/semester/year, including strategies for helping such students as well as a documentation procedure for ultimately justifying your final decision -- defending it to the student, his parents or guardians, and/or the faculty.

D. CLASSROOM MANAGEMENT

1. ____ Identify problems that can occur during the first 2-3 weeks of school and describe strategies for coping with the continuous influx of late-registering students.
2. ____ Describe a strategy for dealing with students' not having textbooks or other equipment.
3. ____ Identify reasons students might have for missing class, assignments, and tests, and describe how you might deal with each excuse.
4. ____ Identify some common causes of classroom disruption and describe methods for minimizing them.
5. ____ Identify problems that may arise in teaching a class of students with varying aptitudes and experiences and describe strategies for working with such constraints.

E. OTHER SCHOOL ACTIVITIES

1. ____ Respond to critical incidents in a faculty meeting (e.g., grade-changing, punishments for infractions of rules).

2. ____ Identify issues that can arise in organizing and implementing a sports program within the school and describe strategies for dealing with these in a manner satisfactory to the students, the school, and the community.

3. ____ Describe a strategy for faculty in-service workshops for upgrading subject matter skills.

4. ____ Identify how your subject can be emphasized in non-subject classes that have occasion to use your subject matter.

5. ____ Identify and describe activities that can lead to improved reading skills among students in your subject area classes.

6. ____ Describe an approach to basic skills in your area that could be used in community adult education classes.

F. CROSS-CULTURAL AND OTHER ISSUES

1. ____ Identify and describe what school anxiety is for many people, how teachers often inadvertently escalate it and what you as a teacher can do to minimize it.

2. ____ Identify problems many Liberian children may have in developing proficiency in your subject matter and describe some procedures for dealing with these.

3. ____ Describe in general what the National Examinations entails and describe a strategy for reviewing students for it without unduly sacrificing your own goals.

4. ____ Identify crises of identity that adolescents in Liberia may be facing and describe what you as a teacher can do to be sensitive to and respond to these crises.

5. ____ Identify constraints of a student's home environment as far as studying goes and describe how teachers might modify their demands without necessarily sacrificing the overall quality of their program.

6. ____ Identify some problems students may have in understanding your English and describe how you might facilitate their understanding of your speech.

7. ____ Identify difficulties you may have in understanding the accents of spoken English within your school and describe how you can increase your understanding of it.

8. ____ Identify some cultural faux pas that might inadvertently repel your students, colleagues, and perhaps the townspeople in general (and thus interfere with your effectiveness within the classroom).

9. ____ Identify problems you think you might have in relating to people in your community on the same level that you relate to your best American friends and describe how you are going to improve your relationships with Liberian people.

10. ____ Identify some possible secondary projects within your school or your community that you might be interested in pursuing and describe how you might go about implementing them.

Some Post-Service Training Objectives For Secondary School, University, and Vocational Instructors and Trainees

The following are some of the accomplishments you should have achieved during the last four weeks, depending on your group. No doubt as your training progressed you identified other objectives -- or perhaps modified some of these -- to fit your particular needs.

Please assess where you are right now on each of these by using the scale below:

4 - I feel I'm already well-qualified to do this.

3 - I've had some experience with this but need some brushing up.

2 - I'm acquainted with this but need considerably more experience with it.

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8. ____ Revise your two-semester course outline in terms of unexpected time constraints and your own revised list of priorities for your subject matter education.

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10. ____ Describe the six levels of Bloom's taxonomy of the cognitive domain.

11. ____ Construct behavioral objectives for a sequence of lessons in your subject area.

12. ____ Construct affective objectives for a unit or series of units in your subject area.

13. ____ Construct a lesson plan to be used during supervised teaching within the Washington, D.C. schools.

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4. ____ Prepare, execute, and critique a 15-minute lesson designed for micro-teaching to your peers.

5. ____ Identify, describe, and utilize techniques other than lecturing during supervised teaching in the Washington, D.C. schools.

6. ____ Present to the entire training group a special project upon which you will have been working during training.

7. ____ Construct drills for skill-building in your subject area.

8. ____ Describe how locally-available materials can be used in constructing visual aids.

9. ____ Construct and use a visual aid during supervised teaching.

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2. ____ Prepare two 15-minute daily quizzes.

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4. ____ Identify some of the issues involved in grading on a percentage system and specify arguments that are for and against "giving them what they earn" -- particularly with reference to such issues as a yearly average of 69.5.

5. ____ Describe a system of informing and following up students who might be likely to fail your class at the end of the marking period/semester/year, including strategies for helping such students as well as a documentation procedure for ultimately justifying your final decision -- defending it to the student, his parents or guardians, and/or the faculty.

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3. ____ Identify reasons students might have for missing class, assignments, and tests, and describe how you might deal with each excuse.

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1. ____ Respond to critical incidents in a faculty meeting (e.g., grade-changing, punishments for infractions of rules).

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4. ____ Identify how your subject can be emphasized in non-subject classes that have occasion to use your subject matter.

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F. CROSS-CULTURAL AND OTHER ISSUES

1. ____ Identify and describe what school anxiety is for many people, how teachers often inadvertently escalate it and what you as a teacher can do to minimize it.

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9. ____ Identify problems you think you might have in relating to people in your community on the same level that you relate to your best American friends and describe how you are going to improve your relationships with Liberian people.

10. ____ Identify some possible secondary projects within your school or your community that you might be interested in pursuing and describe how you might go about implementing them.

FINAL POST-TRAINING
EVALUATION QUESTIONNAIRE
OF
PEACE CORPS TRAINING PROGRAM

DIRECTIONS

YOU ARE ASKED TO EVALUATE THIS TRAINING PROGRAM FROM YOUR OWN PERSPECTIVE. ANSWER EACH QUESTION BASED ON YOUR PERSONAL NEEDS AND OPINIONS.

USE THE FOLLOWING RATING SCALE AND CIRCLE THE ANSWER WHICH BEST REPRESENTS YOUR OWN POINT OF VIEW.

NEXT, USE THE BLANK SPACES PROVIDED FOR ANY ADDITIONAL COMMENTS.

YOUR RESPONSES TO THIS QUESTIONNAIRE WILL BE ANONYMOUS.

RATING SCALE

1 = no, not at all (negative)

2 = a little, somewhat

3 = average, adequate, satisfactory

4 = more than adequate, considerably

5 = a great deal, excellent (positive)

A. TEACHING SKILLS

1. To what extent do you think this program will contribute to helping you become an effective educator in Liberia?

1 2 3 4 5

Please explain:

2. How well would you be able to instruct through the use of indigenous materials?

1 2 3 4 5

Please explain:

3. Can you develop long-range goals for education that are consistent with those of the Liberian Ministry of Education and your own?

1 2 3 4 5

Please explain:

4. How well do you think you could identify problems that arise in teaching a class of Liberian students with varying aptitudes and motivations, and utilize strategies for working with such constraints?

1 2 3 4 5

Please explain:

5. Did this program help you feel more qualified to teach effectively in a classroom where cultural barriers are bound to exist?

1 2 3 4 5

Please explain:

6. Are there any teaching skills that you feel you needed which were not emphasized in the training program?

1 2 3 4 5

Please explain:

7. Additional comments:

B. PROGRAM ORGANIZATION AND CONTENT

1. Generally, how well were your needs met by this training program in strengthening your general teaching competencies?

1 2 3 4 5

Please explain:

2. Did this program incite you to reassess your motivation and interest in joiningthe Peace Corps?

1 2 3 4 5

Please explain:

3. Do you feel that behaviors necessary for successful Peace Corps service were identified and reinforced during the training?

1 2 3 4 5

Please explain:

4. How would you rate the organization and pace of this program?

1 2 3 4 5

Please explain:

5. Did this program provide the opportunity for you to assess and develop your coping skills?

1 2 3 4 5

Please explain:

6. Rate the program content in terms of meeting your needs for teacher preparation and subject matter upgrading?

1 2 3 4 5

Please explain:

7. Do you feel that you have a concrete idea of what is expected of you as a PCV in Liberia?

1 2 3 4 5

Please explain:

8. Did this program enhance your ability to work within a group?

1 2 3 4 5

Please explain:

9. Overall, do you feel that this program helped you develop increased self-awareness?

1 2 3 4 5

Please explain:

10. How well were the PSI/Peace Corps training objectives explained?

1 2 3 4 5

Please explain:

11. To what extent were these objectives met for you?

1 2 3 4 5

Please explain:

12. To what extent were opportunities provided for your active participation in training activities, e.g. questions, comments,etc.?

1 2 3 4 5

Please explain:

13. Once you have experience teaching in Liberia you will be better able to evaluate this training program realistically. But, as far as you can tell now, is there any aspect of the program you would like to see changed? (List your suggested changes).

Please explain:

14. Additional comments:

C. TRAINING STAFF

1(a). How effective was your PSI group leader in communicating the knowledge and skills necessary to teach in Liberia?

1 2 3 4 5

Please explain:

1(b). How effective was your UDC instructor in communicating the knowledge and skills necessary to teach in Liberia? (If different)

1 2 3 4 5

Please explain:

2(a). Rate your PSI group leader in terms of sensitivity to and fulfillment of your individual training needs.

1 2 3 4 5

Please explain:

2(b). Rate your UDC instructor in terms of sensitivity to and fulfillment of your individual training needs. (If different)

1 2 3 4 5

Please explain:

3(a). Was your feedback given adequate consideration by the PSI group leader?

1 2 3 4 5

Please explain:

3(b). Was your feedback given adequate consideration by the UDC instructor? (If different)

1 2 3 4 5

Please explain:

4(a). Rate your PSI group leader in terms of receptivity towards your questions, opinions and concerns.

1 2 3 4 5

Please explain:

4(b). Rate your UDC instructor in terms of receptivity towards your questions, opinions and concerns. (If different)

1 2 3 4 5

Please explain:

5(a). Did you, at anytime, feel that your PSI group leader acted in a condescending manner towards you?

1 2 3 4 5

Please explain:

5(b). Did you, at any time, feel that your UDC instructor acted in a condescending manner towards you? (If different)

1 2 3 4 5

Please explain:

6(a). Did you feel at all inhibited about expressing your doubts, fears, and concerns about becoming a PCV to your PSI group leader?

1 2 3 4 5

Please explain:

6(b). Did you feel at all inhibited about expressing your doubts, fears, and concerns about becoming a PCV to your UDC instructor? (If different)

1 2 3 4 5

Please explain:

7(a). How would you rate your PSI group leader as a model of effective teaching (i.e. communicative skills, knowledge of material, personality)?

1 2 3 4 5

Please explain:

7(b). How would you rate your UDC instructor as a model of effective teaching (i.e. communicative skills, knowledge of material, personality)? (If different)

1 2 3 4 5

Please explain:

8. Additional Comments:

D. CROSS CULTURAL SENSITIVITY

1. How much has this program helped to increase your understanding of the cultural values and attitudes of Liberia?

1 2 3 4 5

Please explain:

2. How much has this program enhanced your understanding of personal and professional expectations of a PCV in Liberia?

1 2 3 4 5

Please explain:

3. Do you now feel you can live up to these expectations?

1 2 3 4 5

Please explain:

4. Has this program allowed you to identify your unrealistic expectations and to develop more realistic ones toward the Peace Corps?

1 2 3 4 5

Please explain:

5. Has this program made you more aware of your own prejudices?

1 2 3 4 5

Please explain:

6. Do you feel this training has made you feel comfortable about being around Liberians?

1 2 3 4 5

Please explain:

7. Do you feel that this training has exposed you to the Liberian lifestyle such that you will feel comfortable upon entering this new situation?

1 2 3 4 5

Please explain:

8. Did this program help you identify some culture-specific problems that you may encounter in Liberia?

1 2 3 4 5

Please explain:

9. Did this program strengthen your ability to work effectively in a culturally different context?

1 2 3 4 5

Please explain:

10. Rate the cross-cultural training program in terms of preparing you to deal with prejudice:

(a) Yours 1 2 3 4 5

(b) Theirs 1 2 3 4 5

Please explain:

E. RECOMMENDATIONS FOR FUTURE TRAINING

If you were asked to design a US-state side training program for 80 persons who will be teachers in unknown positions in Liberia, what would you like to see in that training which was not included here?

FINAL EVALUATION

RATING SCALE

FOR USE BY TRAINERS OF
ALL GROUPS AND CROSS-
CULTURAL TRAINER

INSTRUCTIONS

1. Fill in name, group, and evaluator name for each person evaluated.

2. Rate each individual on a scale of 1 to 5 with the following equivalences:

   1 = poor, almost no evidence of this is present

   2 = needs work in this area, but potentially adequate

   3 = adequate in this area

   4 = good, better than average

   5 = excellent, outstanding in this area

   Circle the most appropriate number for each question.

   Rate in terms of your personal knowledge of the individual. Some of your answers will be subjective. However, if you cannot answer a question, simply do not circle a number.

NAME OF TRAINEE _____ GROUP _____

DATE _____ EVALUATOR'S NAME _____

A. GENERIC SKILLS/POSITIVE ATTRIBUTES

1. Does this PCV exhibit the capacity to set goals and solve problems drawing upon the resources of own knowledge and skills?

   1 2 3 4 5

2. Is he/she able to identify problems, and analyze or, possibly synthesize different approaches in the effort to solve these problems?

   1 2 3 4 5

3. Does this PCV present an air of self-respect as noted by appearance, language, actions .....?

   1 2 3 4 5

4. Does this PCV have a sense of humor?

   1 2 3 4 5

5. Does this PCV appear emotionally mature?

   1 2 3 4 5

6. Does he/she exhibit the capability to relate sensitively (compassionately) and constructively to a variety of people, under a variety of conditions?

   1 2 3 4 5

7. Do you think that this PCV is able to tolerate ambiguity and function productively in stressful situations?

   1 2 3 4 5

8. Does this PCV appear to be able to admit his/her own strengths and limitations, and act upon feedback?

1 2 3 4 5

9. Does this PCV make and take responsibility for decisions?

1 2 3 4 5

10. Is this PCV generally optimistic (about him/herself, the Peace Corps, and life, in general)?

1 2 3 4 5

11. Does this PCV feel confident in most situations?

1 2 3 4 5

12. Do you think that this PCV is honest with him/herself and with others?

1 2 3 4 5

13. Does this PCV have <u>common sense</u>?

1 2 3 4 5

14. Does this PCV have the capacity to learn through experience (awareness)?

1 2 3 4 5

15. Does this PCV appear to feel committed to, and feel responsible for fulfilling the role of an effective PCV?

1 2 3 4 5

16. Can this PCV work independently in addition to working (well) within a group?

1 2 3 4 5

17. Do you think that this PCV is open-minded (able to listen to and discuss views that aren't necessarily in accordance with his/her beliefs)?

1 2 3 4 5

18. Comments:

B. CROSS-CULTURAL SENSITIVITY

1. Is this PCV aware of the Peace Corps objectives and willing/able to incorporate them into his/her own objectives?

1 2 3 4 5

2. Does this PCV have adequate knowledge of Liberian history and contemporary events? (Understanding of how Liberia developed into what it is today.)

1 2 3 4 5

3. Does this PCV have the potential to cope well in a new and different culture such as Liberia?

1 2 3 4 5

4. Is this PCV aware of Liberian expectations of the role of a PCV?

1 2 3 4 5

5. Does this PCV demonstrate the capacity to project him/herself into the Liberian culture, and identify possible problems with Liberian students, teachers, and townsfolk?

1 2 3 4 5

6. Is this PCV familiar with the scope of Liberian instructional materials?

1 2 3 4 5

7. Does this PCV have knowledge and understanding of the personal and professional expectations of a PCV in Liberian culture?

1 2 3 4 5

8. Does this PCV display the ability to function effectively in a new and different culture?

1 2 3 4 5

9. Has this PCV the capacity to identify his/her unrealistic expectations of Liberian life and develop realistic ones?

1 2 3 4 5

10. Does this PCV appear to have general knowledge of life in Liberia, such as values, attitudes, the government, ethics, religion..... In other words, will he/she be prepared to live and work within a new and different style of life?

1 2 3 4 5

11. In your opinion, will this PCV be sensitive to the needs and wants of the Liberian people?

1 2 3 4 5

12. Will this PCV be able to make a contribution that will be seen as positive in the eyes of Liberians?

1 2 3 4 5

13. Do you think that this PCV is aware of his/her personal philosophy of education in relation to the Liberian philosophy of education?

1 2 3 4 5

14. Has this PCV taken the time to realistically reevaluate his/her decision to be a PCV in Liberia, taking into consideration everything he/she has been exposed to during the course of this training (knowledge of his/her own weaknesses/strengths, Liberian culture, what is expected?

1 2 3 4 5

15. Do you feel that this PCV has acquired new skills that will make him/her equipped to work in the Liberian system of education as a result of this training? (capacity to learn)

1 2 3 4 5

16. Comments:

C. COMPETENCY IN SUBJECT MATTER AND TEACHING

1. Does this PCV have enough command over his/her subject matter to construct a realistic, effective two-semester course outline?

   1 2 3 4 5

2. Does this PCV display creativity allowing him/her to devise and utilize teaching techniques other than lectures to enhance the students' education?

   1 2 3 4 5

3. Once in the setting of a Liberian classroom, will this PCV be able to exercise problem identification and ways to minimize such problems?

   1 2 3 4 5

4. Will this PCV be able to deal adequately with his/her prejudices and the prejudices toward him/herself in the classroom, allowing neither to impede the teaching/ learning process?

   1 2 3 4 5

5. Does this PCV have good classroom management skills?

   1 2 3 4 5

6. Does this PCV have command over his/her subject matter and the ability to effectively communicate course material in a way that can be understood?

   1 2 3 4 5

7. Do you feel that this PCV will be sensitive and creative enough to incorporate what he/she knows about different cognitive learning styles into his/her course plan and mode of teaching with Liberian students?

1 2 3 4 5

8. In your opinion, can this PCV teach Liberian students in a way that is not at all condescending or degrading?

1 2 3 4 5

9. Will this PCV be able to effectively teach a group of individuals with differing aptitudes and motivations to learn, identifying the students' levels of competency and individual needs?

1 2 3 4 5

10. Will this PCV show respect towards his/her students, showing a genuine interest in their questions, answers and opinions?

1 2 3 4 5

11. Would this PCV be apt to embarrass or look down upon a student for asking a seemingly stupid question, giving a wrong answer, or not having an assignment ready?

1 2 3 4 5

12. Do you feel that this PCV is better qualified to teach as a direct result of this training?

1 2 3 4 5

13. Could this PCV construct drills for skill building in his/her subject area?

1 2 3 4 5

14. Do you think that the students will like, respect and learn from this PCV?

1 2 3 4 5

15. Was this PCV's required learning package at least adequate in content and presentation?

1 2 3 4 5

16. In your opinion, did this PCV gain in any way from his/her experiences in the D.C. Public Schools during this training?

1 2 3 4 5

17. Comments:

D. INTERPERSONAL SKILLS

1. Does this PCV appear to respect his/her peers by listening attentively to their opinions and questions?

   1 2 3 4 5

2. Does this PCV disagree or state his/her own opinions without "putting others down?"

   1 2 3 4 5

3. Does he/she recognize and appreciate the skill and knowledge of other PCV's?

   1 2 3 4 5

4. Does he/she show awareness of the need for "personal space?"

   1 2 3 4 5

5. Does this PCV show respect for the training staff by giving them credit for their knowledge in their specific areas?

   1 2 3 4 5

6. Does this PCV show a genuine interest in what the trainers have to say?

   1 2 3 4 5

7. Does this PCV relate well to authority figures?

   1 2 3 4 5

8. Does he/she follow directions given by the trainers?

1 2 3 4 5

9. Does he/she work well within the peer group? (working <u>with</u> the group and not trying to do things his/her way)

1 2 3 4 5

10. Does he/she ask questions designed to truly understand the situation?

1 2 3 4 5

11. When working within a group context, does this PCV assume the role of a leader?

1 2 3 4 5

12. If this PCV is not the "leader type," is he/she a follower who is beneficial to the group in the achievement of a goal? (offering opinions, constructive criticism, ideas, or raising valid questions)

1 2 3 4 5

13. Does this PCV exhibit effective communication skills? (Relating to peers, students and leaders; knowing what he wants to say; and having the ability to get these messages across to others)

1 2 3 4 5

14. Does this PCV seek to benefit from the ideas and experiences of his/her peers (by listening to their ideas and reactions)

1 2 3 4 5

15. Does this PCV maintain eye contact when one is speaking with him/her?

1 2 3 4 5

16. Can this PCV deal with constructive criticism elicited by peers and staff?

1 2 3 4 5

17. Can he/she utilize this criticism to learn about and improve him/herself?

1 2 3 4 5

18. Is this PCV tactful when criticizing others?

1 2 3 4 5

19. Is this PCV generally liked by peers and trainers?

1 2 3 4 5

20. Do you think that this PCV has gained more, or enhanced previous interpersonal skills as a result of this training program?

1 2 3 4 5

21. Do you think that this PCV will present as trusting and understanding to the students? (will the students feel comfortable asking PCV questions, speaking with PCV after class about problems, ...)

1 2 3 4 5

22. Was this PCV comfortable working with you as a trainer?

1 2 3 4 5

23. Were you able to work effectively with this PCV?

1 2 3 4 5

24. Comments:

FINAL EVALUATION

NAME _____ GROUP _____

EVALUATOR _____ DATE _____

A. GENERIC SKILLS/POSITIVE ATTRIBUTES

1. 1 2 3 4 5
2. 1 2 3 4 5
3. 1 2 3 4 5
4. 1 2 3 4 5
5. 1 2 3 4 5
6. 1 2 3 4 5
7. 1 2 3 4 5
8. 1 2 3 4 5
9. 1 2 3 4 5
10. 1 2 3 4 5
11. 1 2 3 4 5
12. 1 2 3 4 5
13. 1 2 3 4 5
14. 1 2 3 4 5
15. 1 2 3 4 5
16. 1 2 3 4 5
17. 1 2 3 4 5

18. Comments:

B. CROSS-CULTURAL SENSITIVITY

1. 1 2 3 4 5
2. 1 2 3 4 5
3. 1 2 3 4 5
4. 1 2 3 4 5
5. 1 2 3 4 5
6. 1 2 3 4 5
7. 1 2 3 4 5
8. 1 2 3 4 5
9. 1 2 3 4 5
10. 1 2 3 4 5
11. 1 2 3 4 5
12. 1 2 3 4 5
13. 1 2 3 4 5
14. 1 2 3 4 5
15. 1 2 3 4 5

16. Comments:

C. COMPETENCY IN SUBJECT MATTER AND TEACHING

1. 1 2 3 4 5
2. 1 2 3 4 5
3. 1 2 3 4 5
4. 1 2 3 4 5
5. 1 2 3 4 5
6. 1 2 3 4 5
7. 1 2 3 4 5
8. 1 2 3 4 5
9. 1 2 3 4 5
10. 1 2 3 4 5
11. 1 2 3 4 5
12. 1 2 3 4 5
13. 1 2 3 4 5
14. 1 2 3 4 5
15. 1 2 3 4 5
16. 1 2 3 4 5

17. Comments:

D. INTERPERSONAL SKILLS

1. 1 2 3 4 5
2. 1 2 3 4 5
3. 1 2 3 4 5
4. 1 2 3 4 5
5. 1 2 3 4 5
6. 1 2 3 4 5
7. 1 2 3 4 5
8. 1 2 3 4 5
9. 1 2 3 4 5
10. 1 2 3 4 5
11. 1 2 3 4 5
12. 1 2 3 4 5
13. 1 2 3 4 5
14. 1 2 3 4 5
15. 1 2 3 4 5
16. 1 2 3 4 5
17. 1 2 3 4 5
18. 1 2 3 4 5
19. 1 2 3 4 5
20. 1 2 3 4 5
21. 1 2 3 4 5
22. 1 2 3 4 5
23. 1 2 3 4 5

24. Comments:

Certificate of Completion

PSI Associates, Inc.
and
University of the District of Columbia

Liberia Peace Corps
Training Program
January 4 - January 31, 1982

This is to certify that _____
has successfully completed all requirements for the U.S. State-side Peace Corps Volunteer Teacher Training Program.

Peace Corps, Washington	*PSI Associates, Inc.*	*University of the District of Columbia*

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Opening Remarks.....Dr. Elizabeth A. Abramowitz

Keynote Address.....Mrs. Floretta McKenzie
Superintendent
D.C. Public Schools

Training Review

Group A.....Ms. Cynthia Dunham
(Teacher Trainers)

Group B.....Mr. Mark Kesserick
(Vocational Teachers)

Group C.....Ms. Janet Shulte
(Secondary Teachers)

Remarks.....Mrs. Terry Joiner
Peace Corps Officer

Presentation of Certificates....Mrs. Marilyn Lashley
Group A

Dr. Santo Marzullo
Group B

Mrs. Marilyn Goldhammer
Group C

Dr. Charles Sanders
Group A
(Michele Washington)

Acknowledgements.....Dr. Elizabeth A. Abramowitz

Reception Follows